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ABSTRACT

This curriculum resource guide on food services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as cafeteria and diner counter helper, caterer and institution food service helper, clean-up helper, equipment maintenance worker, food service attendant, grill worker, produce preparer, and salad maker. Each job module begins with a job description follow by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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CE 021 520

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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

JOB-REQUIRED BEHAVIORS

TOPIC Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play =1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play =2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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5	Scraping and Stacking Soiled Dishes, Glasses and Silverware
5	Personal Hygiene and Proper Dress in Food Service Areas
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8	Mm Identifying and Lifting Heavy Objects
8	Unstacking, Unfolding, Folding and Stacking Tables and Chairs
10	Setting Up Tables and Chairs

10		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
11	Mm	Moving Heavily Loaded Dollies and Carts
12		Scraping and Stacking Soiled Dishes, Glasses and Silverware
13		Wiping and Stacking Food Trays
14		Handling Hot Foods
14		Personal Hygiene and Proper Dress in Food Service Areas
16		Clean-up Helper
17		Clearing and Cleaning Tables
17		Scraping and Stacking Soiled Dishes, Glasses and Silverware
18		Disposal of Garbage
19		Handling Chemical Cleaning Agents
20		Working with Long-Handled Equipment
20		Working with Short-Handled Brooms and Dustpans
21	Mm	Sweeping and Mopping Floors and Walks
22		Care of Serving Carts and Kitchen Furniture
22		Personal Hygiene and Proper Dress in Food Service Areas
24		Equipment Maintenance Worker
25		Handling Chemical Cleaning Agents
25		Disposal of Garbage
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71 Slicing and Dicing Fruits and Vegetables
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89 Loading and Unloading Trucks
90 Personal Hygiene and Proper Dress in Food Service Areas

92 Table-Setting Helper
93 Setting Tables
93 Refilling Table and Counter Dispensers
94 Personal Hygiene and Proper Dress in Food Service Areas

TOPIC: Getting to School and/or Work

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

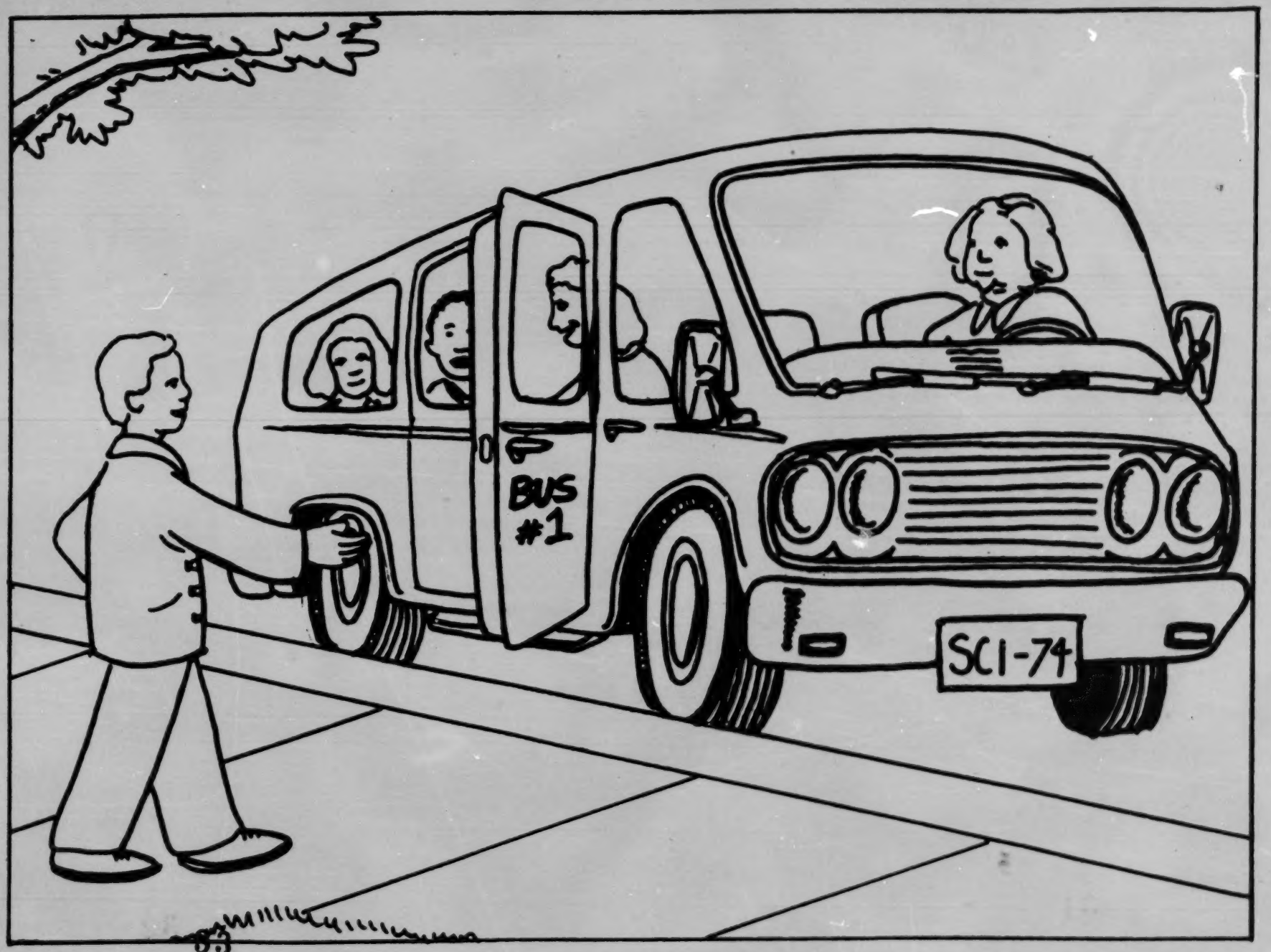
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B1-1

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

NEED A HAND?
SURE!
41
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TOPIC: Punctuality

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

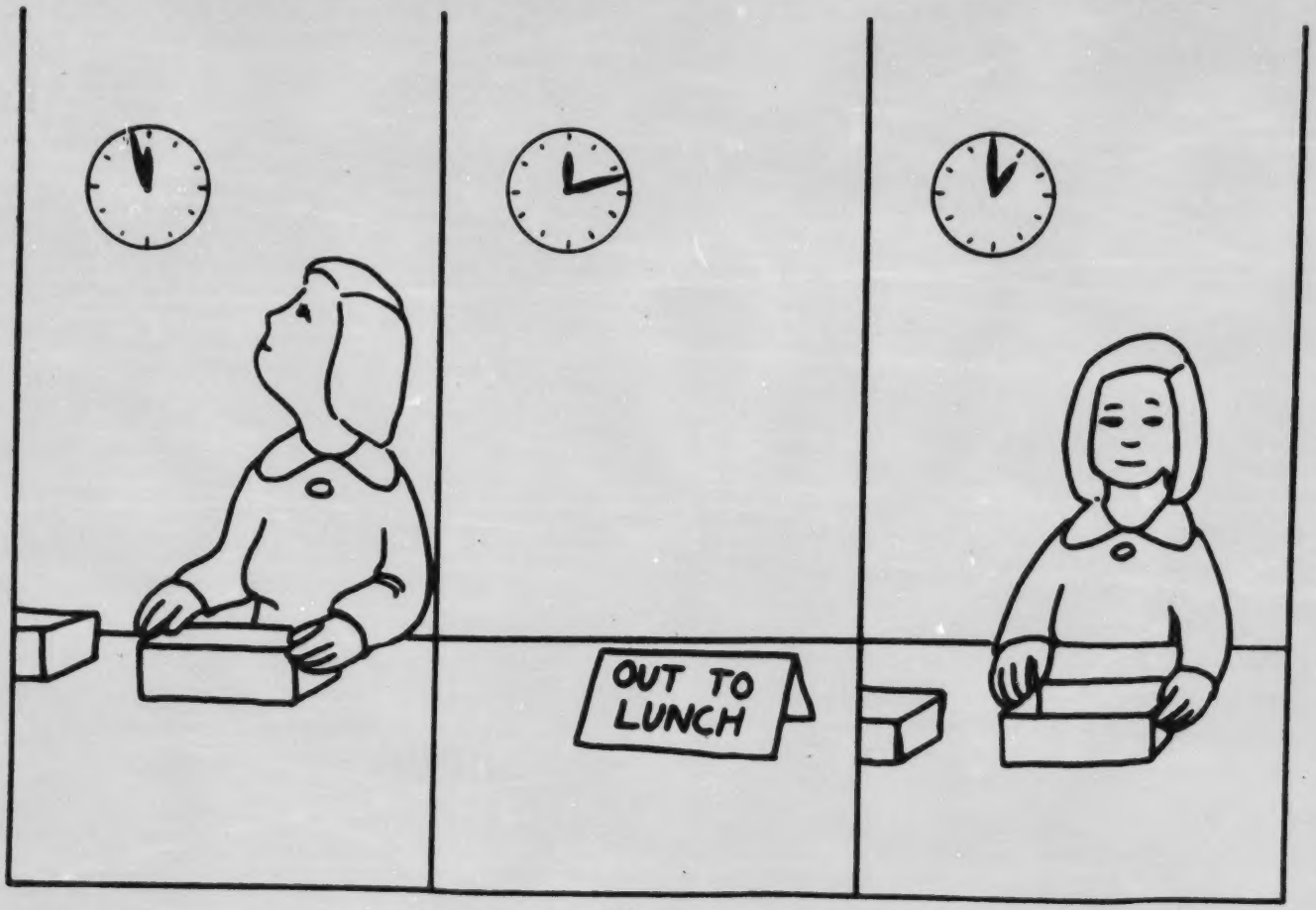
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

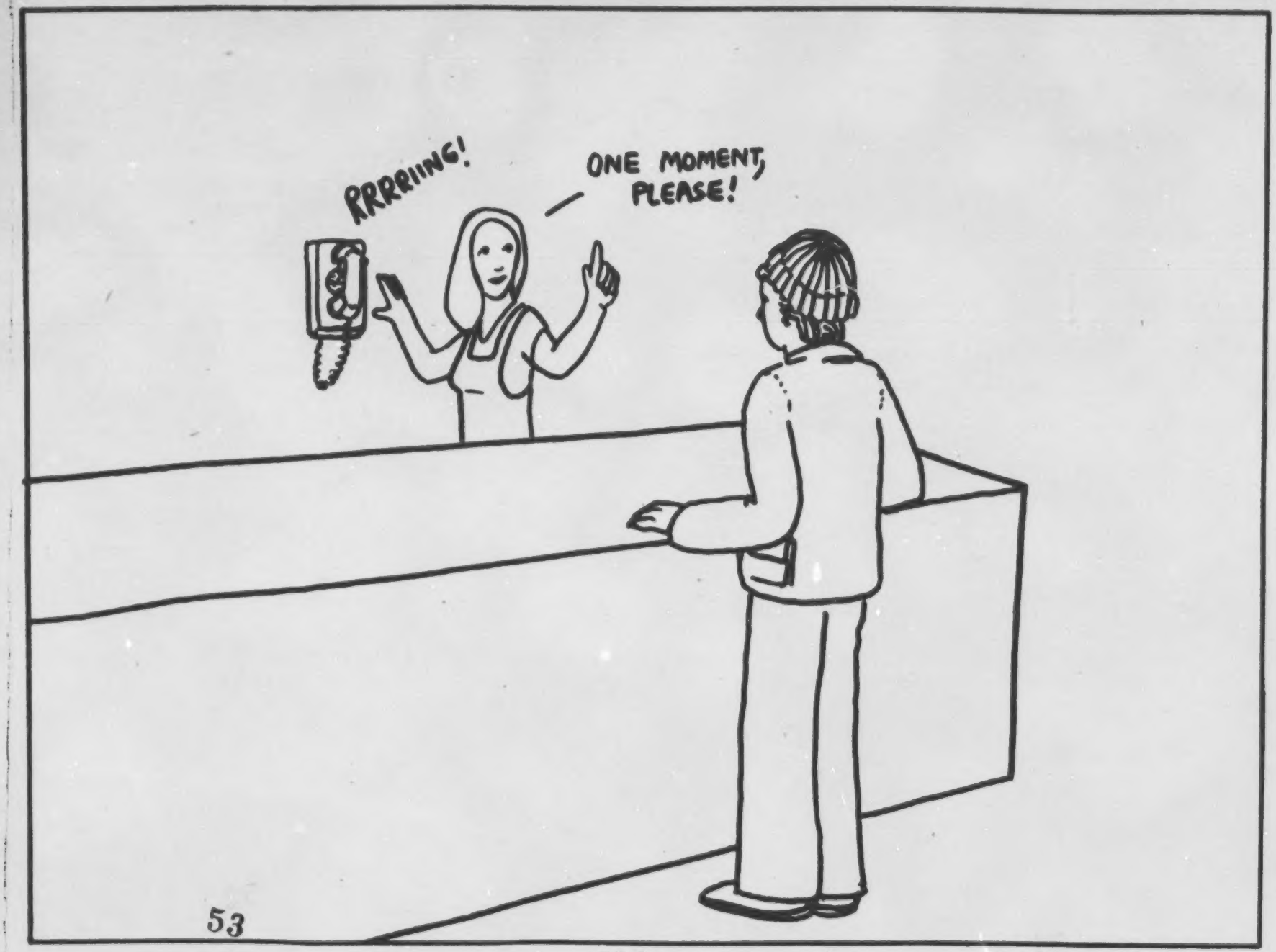
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.



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TOPIC: Relationship with Customers (cont.)

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

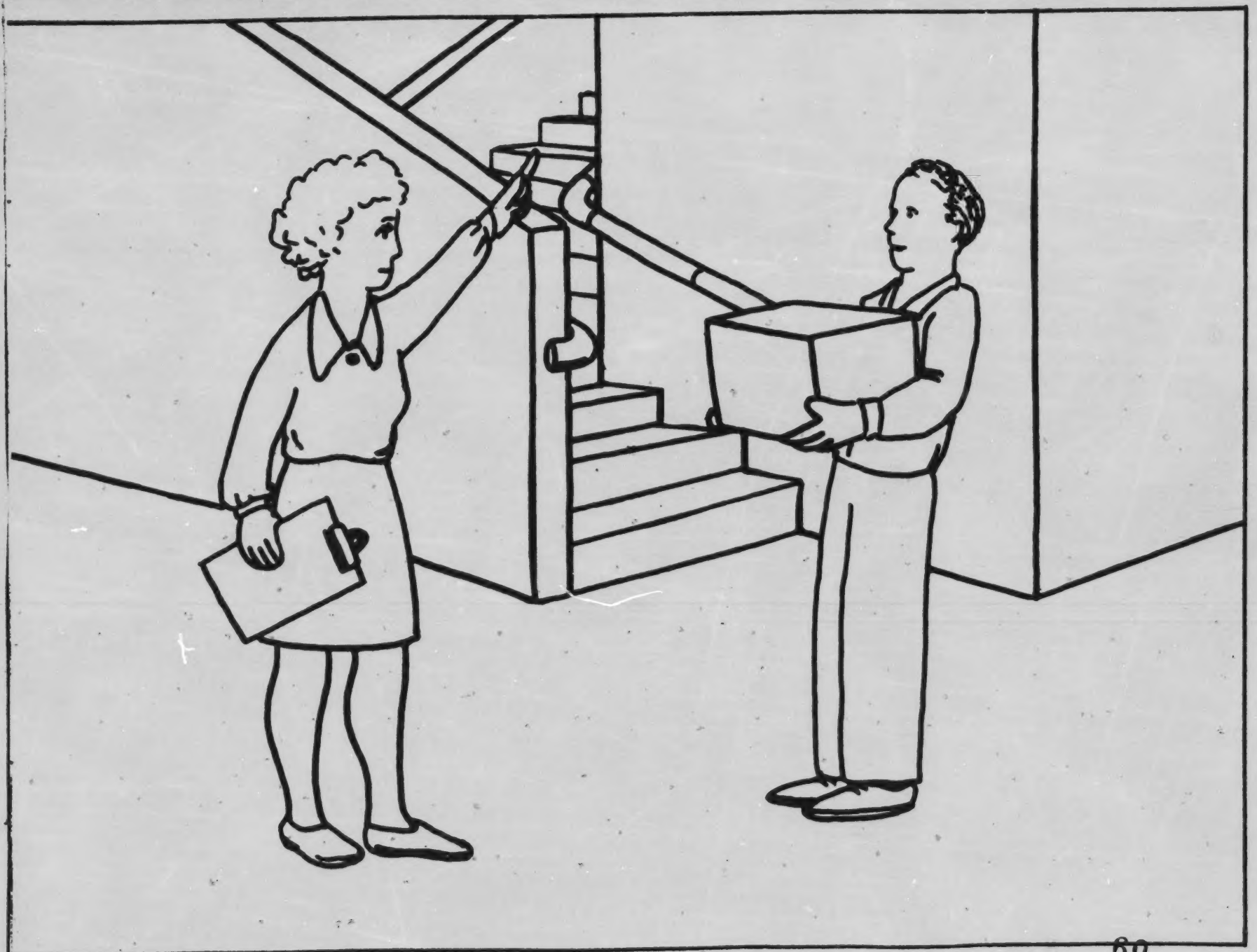
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question: T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

ELEVATOR
THIRD FLOOR PLEASE!
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TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

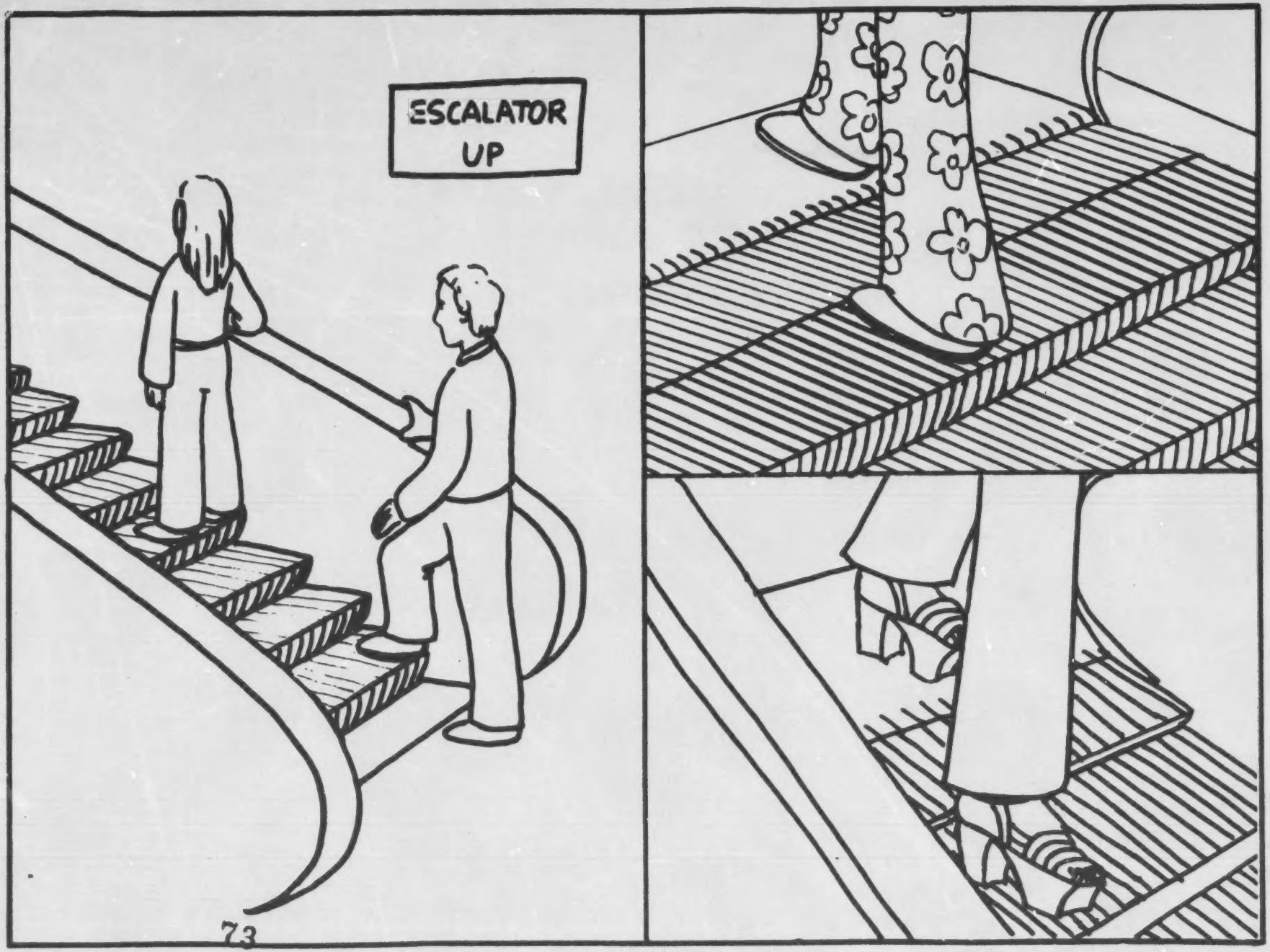
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP
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TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

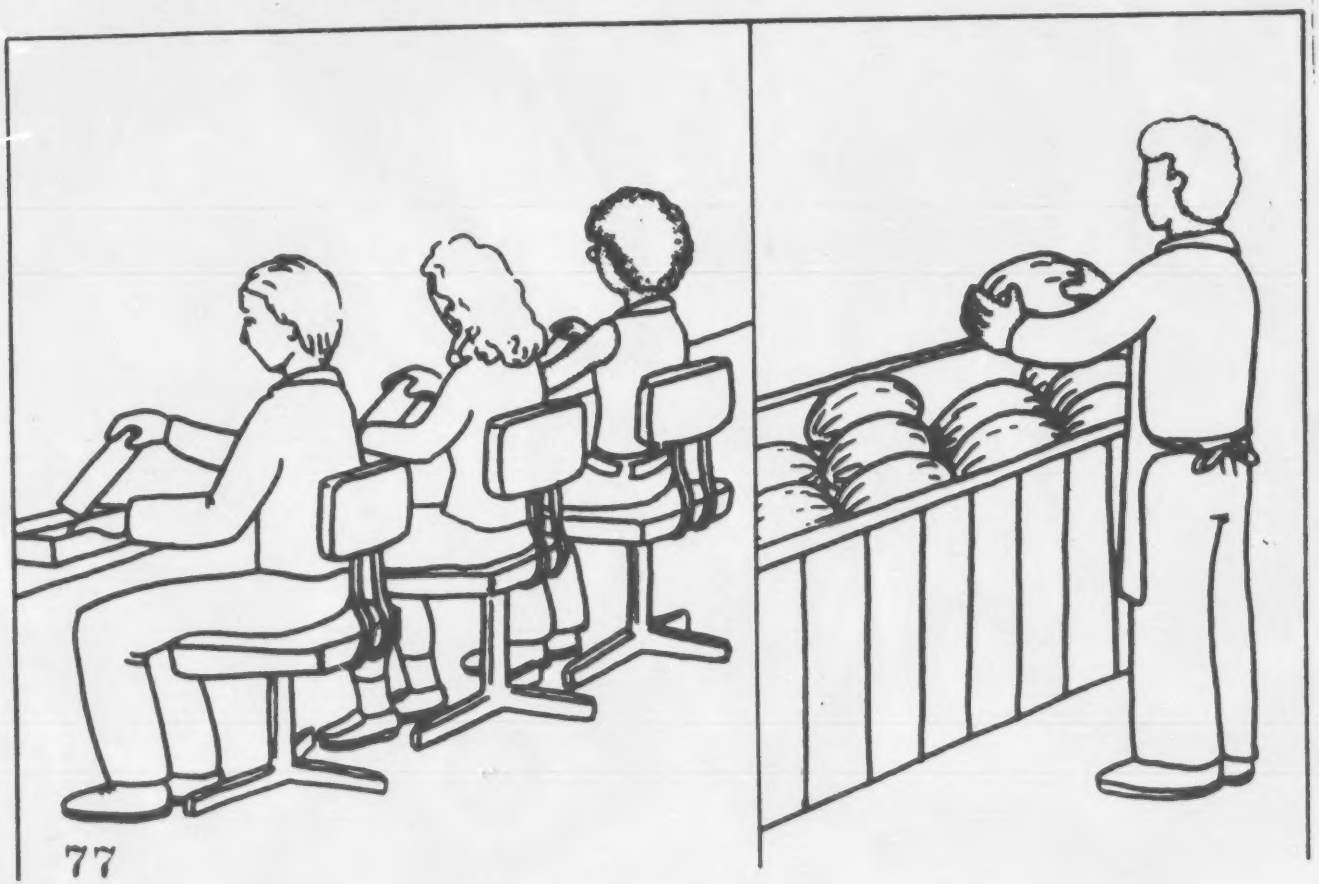
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Stooping or Kneeling for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

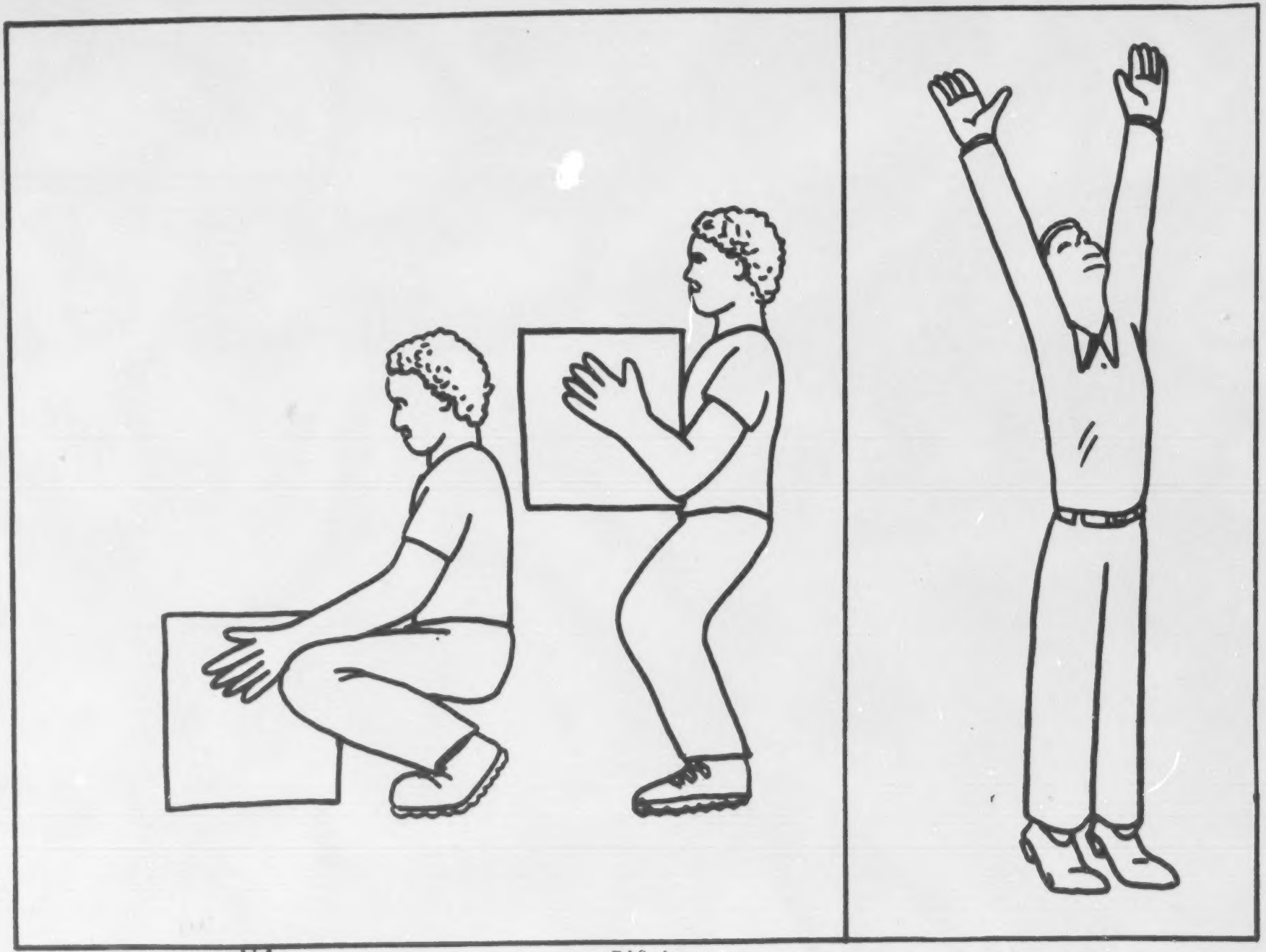
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

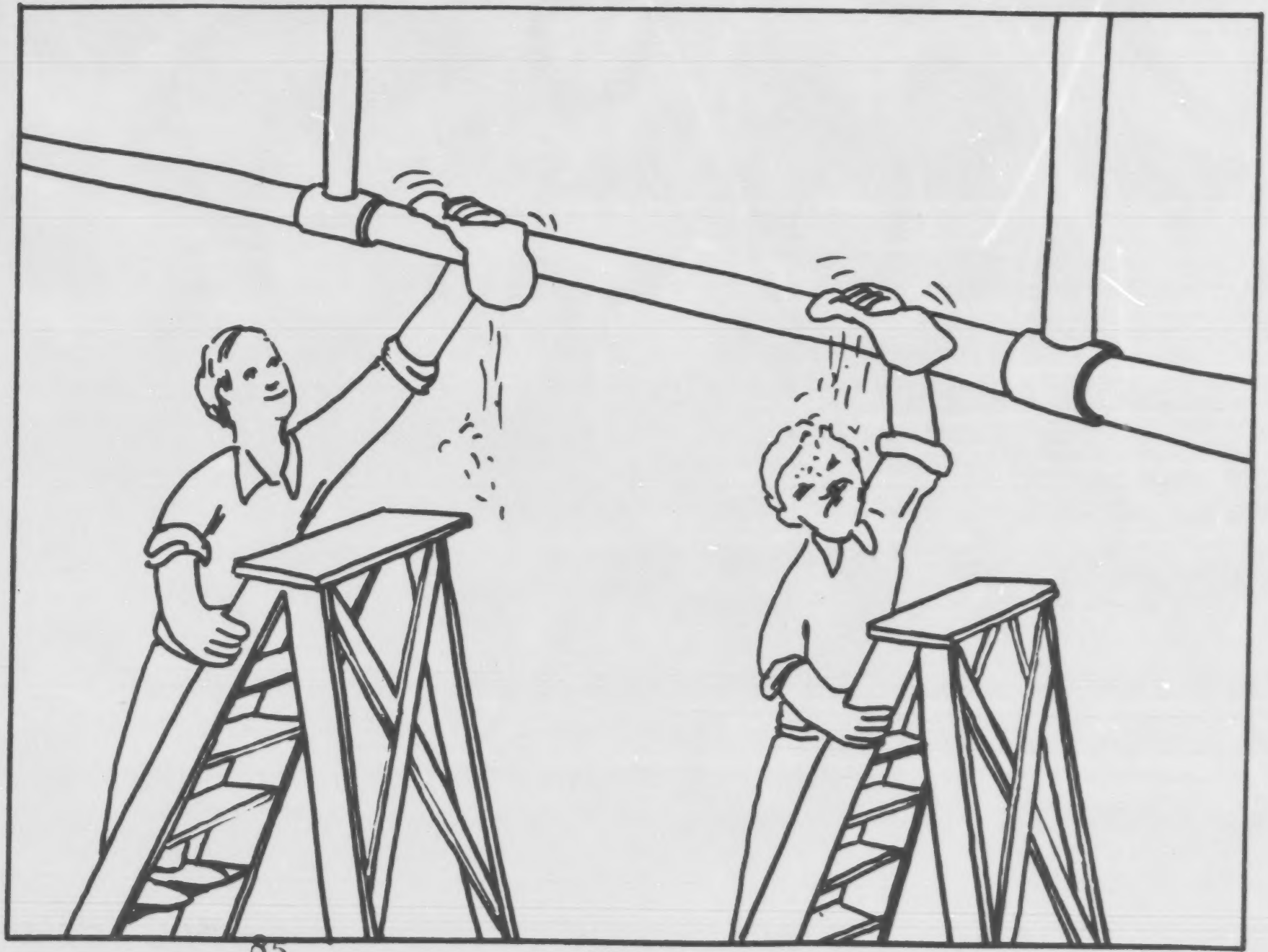
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Working in Public Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

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TOPIC: Working in Public Areas (cont.)

JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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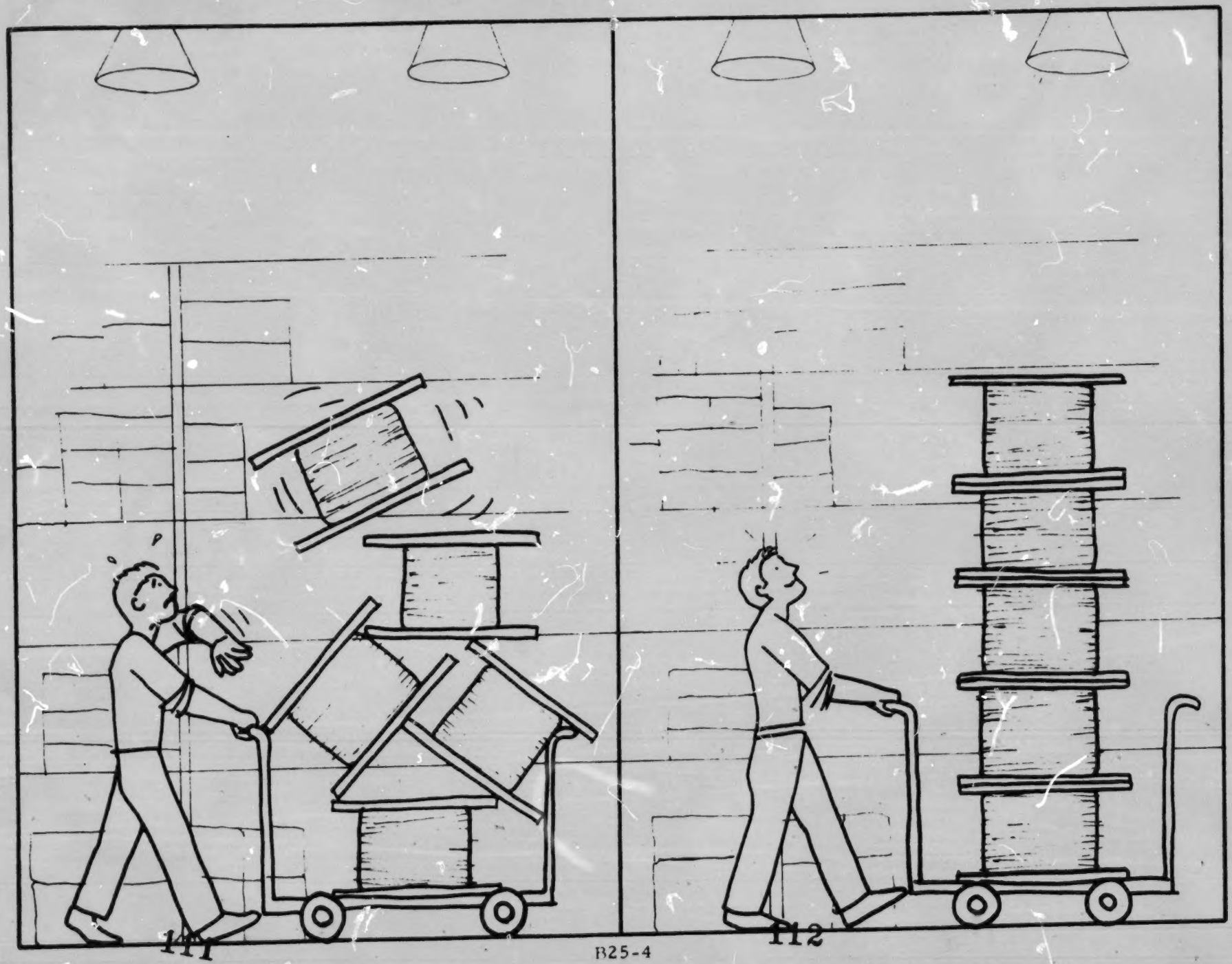

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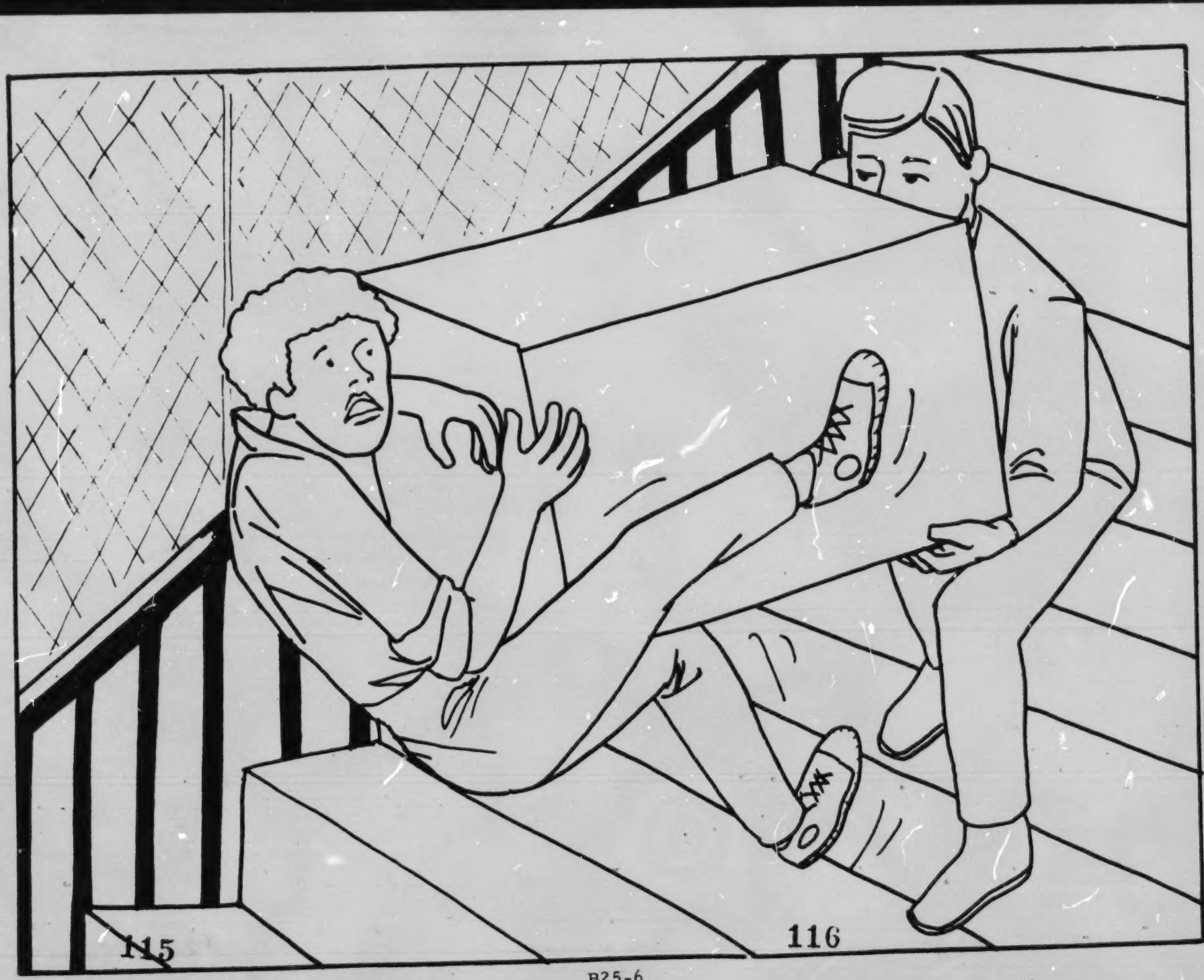

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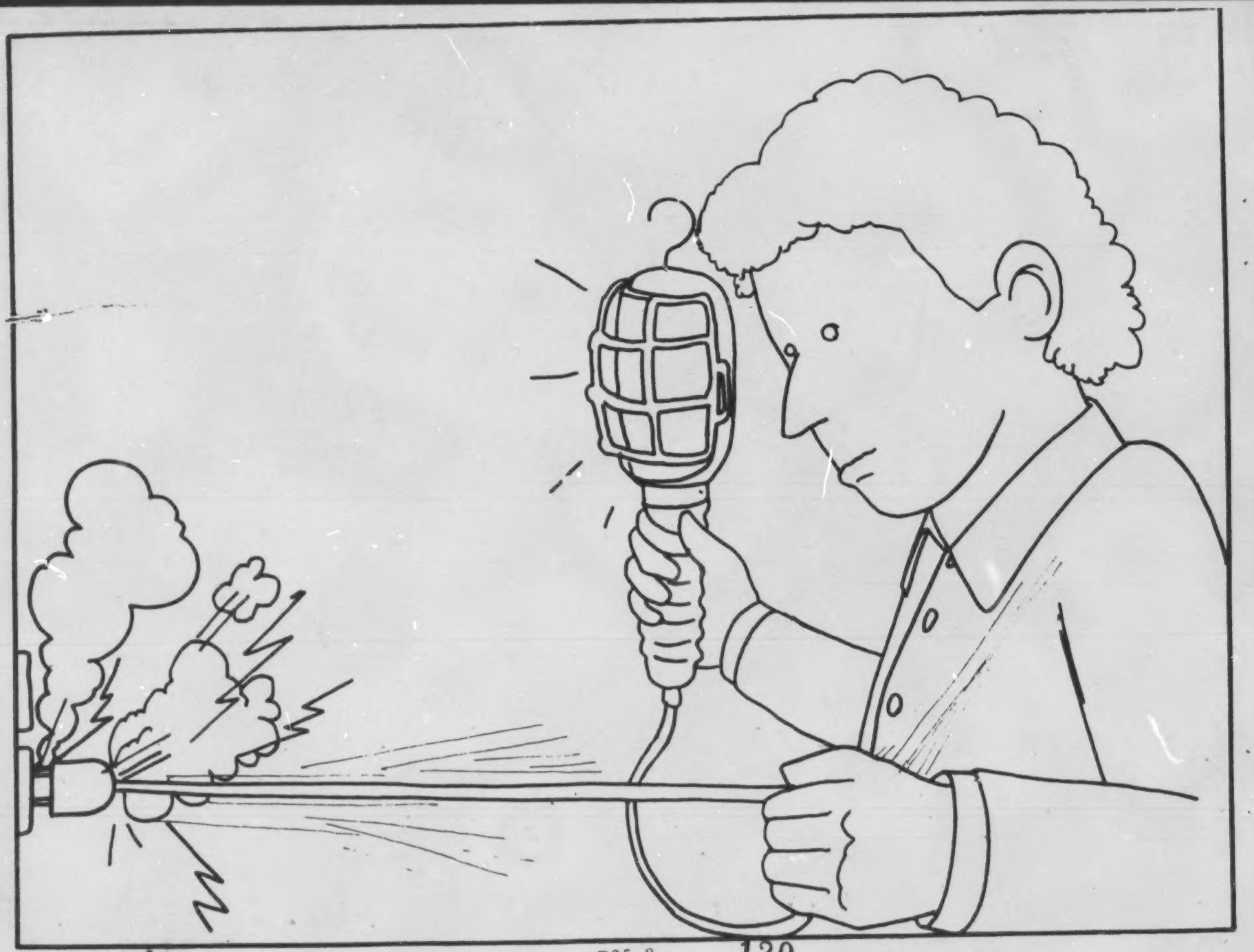

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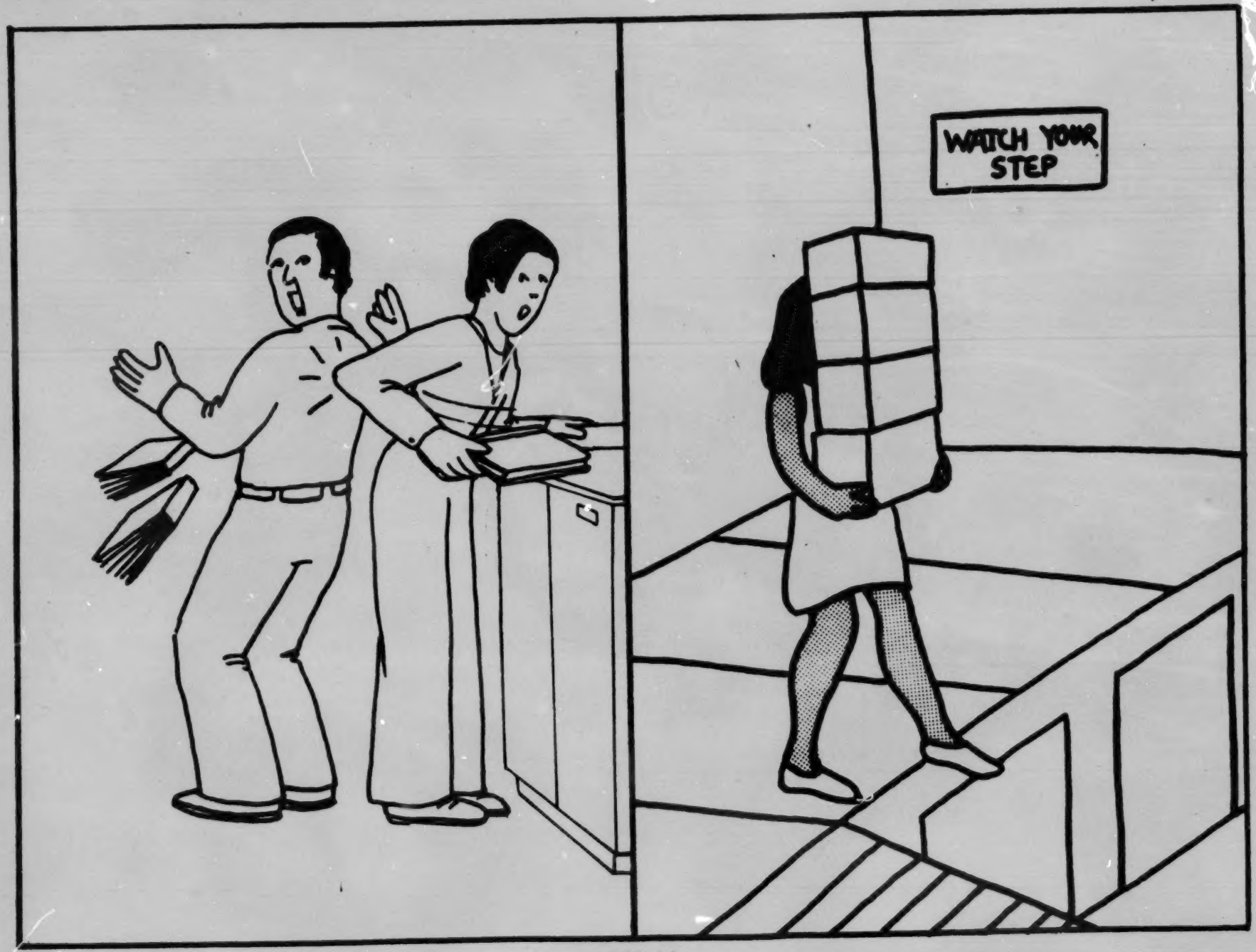

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TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss: if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
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Corpus Christi, TX 78404

Dunbar Service Center
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Eastman Kodak Company
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Rochester, NY 14650

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Chicago, IL 60607

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Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

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Boston, MA 02115

Rosen, Richards, Press, Inc.
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New York, NY 10010

Science Research Associates
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South Carolina State Department of Education
908 Rutledge Building
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1820 Washington Street
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Syracuse University Press
Box 8, University Station
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New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

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301 East Lawrence Avenue
Springfield, IL 62703

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Washington, DC 20005

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Washington, DC 20210

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1000 Yonge Street
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University of Vermont
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Burlington, VT 05401

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Milwaukee, WI 53201

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New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

JOB DESCRIPTION

CAFETERIA AND DINER COUNTER HELPER

A Cafeteria and Diner Counter Helper

- performs the following major tasks:

  refills display cases

  refills table and counter dispensers

  stacks dirty dishes and utensils for dishwasher

- is required to be clean personally and wear a uniform while working
- works usually alongside but independently of other workers in front of customers
- works under close supervision
- works in an environment which is generally restricted

TOPIC: Care of Counter and Dispensers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes counter with clean, damp towel. Counter should dry rapidly without leaving spots. S thoroughly cleans all edges, corners and hidden or hard-to-reach areas.

S washes and sanitizes dispensers on a scheduled basis, or more often if needed.

S air-dries all dispensers carefully so as not to contaminate them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean counters, and (2) wash, (3) sanitize, (4) air-dry dispensers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Refilling Table and Counter Dispensers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S refills table and counter dispensers neatly and promptly.

S removes caps from empty, clean, dry salt and pepper dispensers. S keeps caps separated from each other. S refills salt and pepper containers with the aid of a small funnel. S replaces proper caps on shakers, wipes excess material off containers and puts them in correct place, being careful to leave entire area clean.

S fills sugar dispensers as above, and fills sugar holders with packets of sugar.

S unscrews caps of clean, empty, dry catsup and mustard dispensers. S keeps them separated from each other. S refills an equal number of dispensers with the aid of a suitable funnel. S replaces proper caps on

dispensers, wipes excess material off dispensers and puts them in correct place, being careful to leave entire area clean.

S fills washed and sanitized cream pitcher from a bottle, a paraffin container or a metal storage can, carefully avoiding spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able neatly and completely (1) to refill table and counter dispensers with salt, pepper, mustard, catsup, or sugar, and (2) to wash and sanitize cream pitchers before refilling them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Refilling Display Cases

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits various display cases, such as a refrigerator top, department store shelves, and store counters.

S displays foods attractively to draw customers' attention. S refills partially depleted stock, moving remaining items to front of case, fresh items in back. S stresses that display cases are generally refilled from back and cleaned as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fill, and (2) refill display cases. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Hot Foods

CAFETERIA AND DINER COUNTER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts cover off large pot containing hot food. S takes care to lift and turn cover away from face so that steam will escape away from it.

S keeps face away when opening oven door.

S handles hot pots, roast pans, cake pans, serving pans, etc., with dry hand towels.

Safety Consideration: Lift pots, pans, etc., with dry hand towels

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to handle hot pots and pans when (1) removing them from top of stove, (2) taking them out of oven, and/or (3) carrying them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Storing Unused Foods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S stores leftover foods in clean, proper size containers. S chooses from a variety of glass, aluminum, stainless steel, or plastic receptacles.

S covers food containers and promptly stores them in refrigerator.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to store unused food by (1) selecting appropriate size container, (2) checking cleanliness of container, (3) securely covering container, and (4) storing it in its proper place. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- Scraping and stacking identical plates
- Placing silverware in separate soak pan
- Putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail, S, with one or two motions, scrapes leftover food into it.

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.)

- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION CATERER AND INSTITUTION FOOD SERVICE HELPER

A Caterer and Institution Food Service Helper

- performs the following major tasks:

  unstacks and unfolds tables and chairs

  folds and stacks tables and chairs

  sets up tables and chairs

  packs and loads food and equipment for transportation

  assists in setting up table arrangements

- wears, generally, a uniform while working
- works usually alongside and in conjunction with other workers
- works under close supervision
- works in an environment which varies from spacious to restricted, usually indoors

TOPIC: Identifying and Lift'ng Heavy Objects CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium heavy (20-50 lb.) to heavy (50 lb.+) by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly, and using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Unstacking, Unfolding, Folding and Stacking Tables and Chairs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unstacks and unfolds tables and places them in a designated area.

S unstacks and unfolds chairs and places them in a designated area.

TOPIC: Unstacking, Unfolding, Folding and Stacking Tables and Chairs (cont.)

S folds a variety of chairs, some of which are folded by lifting seat, others are folded by stepping on rear rung: top must be supported in either case.

S folds a variety of two-sectioned cafeteria tables which fold inward when safety catch is released.

S folds wooden work tables by placing them on their side before closing leg support.

S properly stacks several chairs and tables, being careful to stack them evenly.

Safety Considerations: Balance chairs and tables properly when stacking, as otherwise they may topple down
Unfold and fold chairs and tables slowly and carefully to avoid injury
Avoid making excess noise
Do not stack vinyl chairs too high
Stack folded chairs and tables carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unstack and unfold, (2) fold and stack a variety of metal, vinyl, wooden chairs and metal, wooden tables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Setting Up Tables and Chairs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S spaces tables in such a way as to allow room for chairs and passing waiters. S limits chairs at each table to such number as will allow comfortable seating.

S properly sets up tables with appropriate number of chairs in cafeteria or meeting room.

S sets up different table-chair arrangements, including daises at banquets where tables are not surrounded by chairs, and parties where chairs are arranged without tables.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to set up different types of table-chair arrangements, as specified by the person in charge. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other as needed.

TOPIC: Moving Heavily Loaded Dollies and Carts (cont.)

S moves carts and dollies through a maze which has been obstructed with manikins to create cross aisles, and doors have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- Scraping and stacking identical plates
- Placing silverware in separate soak pan
- Putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail, S, with one or two motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.)

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Wiping and Stacking Food Trays

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S dries freshly washed food trays with a clean kitchen towel, paying particular attention to drying edges and corners of tray. S inspects for cleanliness and adds tray to previously stacked, clean, dry trays. S, when stacking, neatly fits one tray on top of the other.

S changes towels as needed and leaves entire area neat, clean and dry.

S hangs up wet towels to dry.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dry and (2) properly stack freshly washed food trays. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Hot Foods

CATERER AND INSTITUTION FOOD SERVICE HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts cover off large pot containing hot food. S takes care to lift and turn cover away from face so that steam will escape away from it.

S keeps face away when opening oven door.

S handles hot pots, roasting pans, cake pans, serving pans etc. with dry hand towels.

Safety Consideration: Lift pots, pans, etc. with dry hand towels

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to handle hot pots and pans when (1) removing them from top of stove, (2) taking them out of oven, and/or (3) carrying them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.)

- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

A Clean-Up Helper

- performs the following major tasks:

  removes soiled linen and paperware

  packs table debris into plastic bags

  wipes down tables, chairs, etc.

  delivers garbage to disposal points

  sweeps and mops floors

  wipes soiled dishes and places them on cart

- is required to be clean personally and wear a uniform while working
- works usually alongside other workers, often in areas where there are customers
- works under periodic supervision
- works in an environment that varies from spacious to crowded in dining, kitchen and exterior garbage disposal areas

TOPIC: Clearing and Cleaning Tables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto a plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- Scraping and stacking identical plates
- Placing silverware in separate soak pan
- Putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail, S, with one or two motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.) CLEAN-UP HELPER

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Disposal of Garbage

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage may be found: classrooms, kitchens, cafeterias, workshop, etc. S explains that odor and overflow will draw insects, rodents and spread germs.

S, wearing gloves for protection, collects refuse in these areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top; removes bag from garbage can; installs new plastic bag; covers can securely.

S closes full plastic bag securely; removes bag from wastebasket; installs new plastic bag. S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

TOPIC: Disposal of Garbage (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various cleaning agents: cleaning powders, window cleaners, floor cleaners, and aerosol dispensers. S handles each agent carefully, as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispenser as required before using. S points dispenser toward object.

S determines use of displayed items.

S explains that, if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Consideration: Do not leave aerosol dispenser near heat or radiator

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly (1) to select and (2) safely to clean a window, floor area and table. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S divides room into four squares with chalk lines.

S uses hair broom to sweep a chalked area with pushing strokes of two or three feet, taking care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, off floor.

S dips mop into cleaning solution, wrings it out and mops in 4-6 arcs, pressing down on dirty spots.

S mops chalked area from windows or farthest point toward door.

S steps backward as he mops, to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture CLEAN-UP HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment such as counters, tables, chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces, drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

EQUIPMENT MAINTENANCE WORKER

An Equipment Maintenance Worker

- performs the following major tasks:

  maintains hand-operated and electrically operated kitchen equipment

  maintains kitchen furniture and serving carts

  handles chemical cleaning agents

  sweeps and mops floors

- is required to be clean personally and wear a uniform while working
- works usually alongside other workers
- works under constant supervision
- works in an environment that varies from spacious to crowded kitchens

TOPIC: Handling Chemical Cleaning Agents

EQUIPMENT MAINTENANCE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners, and aerosol dispensers. S handles each agent carefully, as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispenser as required before using. S points dispenser toward object.

S determines use of displayed items.

S explains that, if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Disposal of Garbage

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage may be found: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in these areas and disposes of it in garbage cans and waste-baskets lined with plastic bags.

S closes full plastic bag securely by twisting its top; removes bag from garbage can; installs new plastic bag; covers can securely.

S closes full plastic bag securely; removes bag from wastebasket; installs new plastic bag. S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets; (2) close and remove full plastic bags; (3) install new plastic bags; (4) place full bags from garbage cans and wastebaskets into a large roller - type receptacle; and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

TOPIC: Working with Long-Handled Equipment (cont.) EQUIPMENT MAINTENANCE WORKER

Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

EQUIPMENT MAINTENANCE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S divides room into four squares with chalk lines.

S uses hair broom to sweep a chalked area with pushing strokes of two or three feet, taking care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, off floor.

S dips mop into cleaning solution, wrings it out and mops in 4-6 arcs, pressing down on dirty spots.

S mops chalked area from windows or farthest point toward door.

S steps backward as he mops, to avoid walking on cleaned area.

S uses a narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Refrigerated Areas

EQUIPMENT MAINTENANCE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket or sweater (dependent upon temperature of working area), correct footwear.

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, both from within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas; (2) observe necessary safety precautions in opening and closing refrigerator doors; (3) operate refrigerator door latches from within and without; and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

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TOPIC: Care of Serving Carts and Kitchen Furniture EQUIPMENT MAINTENANCE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment such as counters, tables, chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces, drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Cleaning Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans vending machine trimmed with chrome, using a bucket, cleaning solution, brush, cloth and soapy steel wool. S begins wiping top of machinery and works his way down until machine has been thoroughly cleaned.

S pays particular attention to cleaning shelf corners and other difficult-to-reach areas.

S rinses machine.

Safety Considerations: Remove vending machine plug from wall outlet
Watch for sharp edges on metal surfaces

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly machinery such as a vending machine. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Hand-Operated Kitchen Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies hand-operated kitchen equipment.

S washes, brushes, rinses and air-dries hand-operated kitchen equipment according to specifications.

S stores equipment in designated places.

Safety Consideration: Wash knives and forks individually and do not leave them in sink

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle, (2) wash and clean, (3) air-dry and store a variety of kitchen equipment such as egg slicers, can openers, ladles, spatulas and knives. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Electrically Operated Kitchen Equipment EQUIPMENT MAINTENANCE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S disassembles electrically operated kitchen equipment, such as a food slicer and chopper, to wash all removable parts.

S rinses removable parts in fresh, hot water and air-dries.

S wipes and brushes nonremovable parts with a wire brush and a damp cloth soaked in soapy water.

S rinses nonremovable parts with clean damp towels and air-dries.

S reassembles equipment.

PERFORMANCE OBJECTIVES: Given appropriate/indicated equipment, S will be able to (1) disassemble, (2) clean, and (3) reassemble an electrical food slicer and chopper. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.)

- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

FOOD SERVICE ATTENDANT

A Food Service Attendant

- performs the following major tasks:

  places cartons on shelves

  operates carts

  packs and loads food for transportation

  unloads and unpacks food at a catering house

- is required to be clean personally and wear a uniform while working
- works usually alongside or in conjunction with other workers
- works under close supervision
- works in an environment which may be a large storage building, a truck, a loading area, or a catering establishment; work areas range from spacious to crowded

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TOPIC: Moving Heavily Loaded Dollies and Carts (cont.) FOOD SERVICE ATTENDANT

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on the bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Frozen Foods

FOOD SERVICE ATTENDANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that gloves should be worn to protect hands from cold when handling frozen foods.

S opens dummy frozen food case, takes out individual boxes and stacks them in predetermined location.

S indicates that labeling on container should face front so as to make it easily identifiable.

Safety Considerations: Hands must be dry, as wet hands will stick to frozen foods
Gloves must be worn as constant handling of frozen foods will cause frost burns

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) open packing cases, (2) remove frozen food, (3) place frozen food in prescribed location with labels visible. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Stacking Shelves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Ss working as a team separate by classification, a large assortment of jars, cans, folded merchandise, labeled boxes.

Ss offer suggestions to improve and facilitate grouping of merchandise.

S with best suggestion, if asked to demonstrate, proceeds to do so.

Ss arrange items on shelf, carefully grouping merchandise with similar words, labels, colors or sizes, such as cereal boxes, for example.

Each S, when assigned to a section, properly arranges goods on shelf.

TOPIC: Stacking Shelves (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate, (2) group, and (3) stack an assortment of jars, cans, folded merchandise and labeled boxes on shelves, grouping items with similar labels, colors, sizes and shapes. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if revelant):

- Clean, sturdy shoes (no canvas or open type)

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.) FOOD SERVICE ATTENDANT

- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

GRILL WORKER

A Grill Worker

- performs the following major tasks:

  grills hamburgers and frankfurters

  deep-fries food

  makes french toast, omelets and pancakes

  handles hot foods

  cleans hot grills

- is required to be clean personally and wear a uniform while working
- works usually in coordination with other workers, occasionally in front of customers
- works under close supervision
- works in an environment that is restricted and often hot

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TOPIC: Handling Hot Foods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lifts cover off large pot containing hot food. S takes care to lift and turn cover away from face so that steam will escape away from it.

S keeps face away when opening oven door.

S handles hot pots, roasting pans, cake pans, serving pans etc. with dry hand towels.

Safety Consideration: Lift pots, pans, etc. with dry hand towels

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to handle hot pots and pans when (1) removing them from top of stove, (2) taking them out of oven, and/or (3) carrying them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Grilling Hamburgers and Frankfurters

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using proper implements, e.g., grill, oil, spatula, prepares to grill hamburgers and frankfurters.

S preheats grill to proper temperature. Water drops will dance on properly heated grill. S places hamburger on hot grill. S turns meat as soon as blood drops begin to form on surface. S cooks meat slightly longer on other side. When hamburgers are done, S removes them from grill and takes them to preparation area.

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TOPIC: Grilling Hamburgers and Frankfurters (cont.) GRILL WORKER

S places about one teaspoon of oil on grill for each frankfurter and distributes oil evenly. S rotates frankfurters until all sides are browned. S removes frankfurters from grill and returns them to preparation area.

Safety Consideration: Exercise care when working at hot grill

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to grill hamburgers and frankfurters. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Cleaning a Hot Grill

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes as much baked-on material off hot grill as possible with a spatula.

S pours a small amount of water on the grill, which is hot enough to cause water to boil. S scrapes particles which have been loosened by action of boiling water into trough with a spatula.

S cleans grill with a "grill stone." S pours a small amount of grease on the grill, to serve as a lubricant, and pushes grill stone in its holder back and forth across grill, never using a circular motion, until grill is clean.

S empties and cleans drip trays and surrounding surfaces.

Safety Considerations: Do not pour water on overheated grill as steam burns may result

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a hot grill. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Deep Frying

GRILL WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits deep-frying equipment: clean deep-fryer, filled with fresh oil, clean basket. S sets thermostat to 350° --the most commonly used temperature (minimum 325° --maximum 400°). S fills one-quarter to one-third of basket with properly breaded food.

S separates food as it may stick unless separated before placing basket with food into hot oil. S removes fully cooked food as soon as it begins to float on oil, or to turn golden brown.

S shakes food from basket onto tray covered with absorbent paper.

Safety Consideration: Hazard of splattering oil

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) load food basket and (2) fry common foods. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Making French Toast

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of grill, spatula, mixing bowl and whip.

S assembles bread, milk, eggs and shortening for French toast.

S takes bowl containing mix and placing it near grill, quickly dips bread into mix to coat it evenly. S places toast on hot greased grill.

S repeats procedure with two other slices--three slices per order. When browned, S turns bread and browns it on other side.

S places toasted slices on serving platter and returns them to preparation area.

S explains that grill and surrounding area must be kept clean.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare French toast. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Making an Omelet

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates grill, set at medium heat, spatula, whip and mixing bowl, and assembles ingredients: eggs, milk and shortening.

S breaks eggs into bowl, adds milk and whips until well blended. S pours mix onto grill which has been greased with 1-2 tablespoons of shortening.

S shapes mix into 6-8 in. circle with spatula and allows eggs to set. S neither stirs eggs nor turns them over.

When eggs are firm on bottom and browned, S ascertains that center is moist but not runny. S folds omelet into thirds.

S places finished omelet on warm plate or serving pan.

TOPIC: Making an Omelet (cont.)

GRILL WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare a plain omelet. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Making Pancakes

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of grill, spatula, ladle and pancake mix.

S greases grill with spatula; S heats grill until hot enough for a water drop to "dance" on surface.

S neatly places three ladles of mix on grill. S turns pancakes when bubbles begin to form on top and edges start to dry. S cooks pancakes on other side until light brown.

S places pancakes on warm plate or in serving pan.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare pancakes. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.) GRILL WORKER

- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

POT, PAN AND KETTLE WASHER

A Pot, Pan and Kettle Washer

- performs the following major tasks:

  scrubs pots and kettles

  raises temperature of water by steam inclusion

  cleans garbage pails

  maintains garbage areas

  sweeps and mops floors

- is required to be clean personally and wear a uniform while working
- works usually alongside other workers
- works under constant supervision
- works in an environment that varies from a spacious, well-equipped area to a restricted area or one with limited equipment

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TOPIC: Handling Chemical Cleaning Agents

POT, PAN AND KETTLE WASHER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners, and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispenser as required before using. S points dispenser toward object.

S determines use of displayed items.

S explains that, if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above acitivities within a period predetermined by T.

TOPIC: Cleaning Pots, Pans and Kettles

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans pots, pans, kettles, etc. with a metal scraper, wire brush, steel wool pad, brass pad, pot brush, soap, hot water.

S soaks pots and pans in sink filled with hot soapy water to loosen baked-on materials.

TOPIC: Cleaning Pots, Pans and Kettles (cont.) POT, PAN AND KETTLE WASHER

S cleans items with appropriate tool in wash sink to remove all grease and food particles. S cleans kettle spouts with a wire brush.

S washes utensils thoroughly both inside and outside, using care to clean all corners and edges.

S adds to or changes water in sinks when (1) it cools or (2) it appears greasy.

S rinses items in fresh, hot water, and allows to air-dry.

Safety Considerations: Hazards of hot water, caustic soaps, slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) soak, (2) wash and clean, and (3) air-dry all cooking implements, such as pots, pans and kettles, given soaking and washing sinks, soaps, cleaning tools and running hot water. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Steam Inclusion

SUGGESTED INSTRUCTIONAL ACTIVITIES

S discusses steam inclusion equipment used in his particular field of study. S points out valves and safety devices on equipment. S discusses difference in temperature of boiling water and steam, as well as dangers of steam burns.

Safety Considerations: Do not put hand or arm in live steam
Stay back from steam equipment until completely vented
Do not attempt to open steam pressure cookers until "0" pressure is evident on meter

TOPIC: Working with Steam Inclusion (cont.) POT, PAN AND KETTLE WASHER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and name steam inclusion equipment; (2) explain dangers of steam burn; (3) point out control valves and safety devices; and (4) properly and safely turn equipment on and off. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Cleaning Garbage Pails

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S empties garbage pail; pours hot soapy water into it; brushes all sides and bottom thoroughly both inside and out; empties wash water into slop sink.

S rinses pail completely, both inside and out; checks whether properly cleaned; lets air-dry (protective clothing may be worn: boots, gloves and apron).

Safety Considerations: Hazards of hot water, caustic soap, slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able thoroughly to clean and air-dry garbage pails. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment POT, PAN AND KETTLE WASHER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

With window pole, S demonstrates angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

TOPIC: Working with Short-Handled Brooms and Dustpans (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S divides room into four squares with chalk lines.

S uses hair broom to sweep a chalked area with pushing strokes of two or three feet, taking care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, off floor.

S dips mop into cleaning solution, wrings it out and mops in 4-6 arcs, pressing down on dirty spots.

S mops chalked area from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses a narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Care of Garbage Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps areas around all garbage containers in rooms, halls and building neat and clean. S explains the facts that dirt and spillage breed bugs and germs.

S empties classroom wastepaper baskets, garbage cans, and mobile refuse carts into large outside building cans, avoiding any spillage of garbage.

S sweeps up areas surrounding all types of waste containers, with broom, dustpan and hair broom, and bristle broom outside building, based upon type of debris. S damp-mops kitchen garbage areas. S ties full plastic bags with "Tie-On," then removes them. S installs fresh plastic bags in garbage cans.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep areas around garbage containers neat and clean with brooms, a dustpan and damp mop; (2) install fresh plastic bags in garbage cans; (3) remove and tie plastic bags when full; and (4) empty wastepaper baskets, garbage cans and mobile refuse carts into large outside building cans. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

POT, PAN AND KETTLE WASHER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.)

POT, PAN AND KETTLE WASHER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION PRODUCE PREPARER

A Produce Preparer

- performs the following major tasks:

  cores fruits and vegetables

  washes and removes leaves from vegetables

  washes non-leafy fruits and vegetables

  peels fruits and vegetables

  slices and dices fruits and vegetables

- is required to have fine motor dexterity
- is required to be clean personally and wear a uniform while working
- works usually alongside and often in conjunction with other workers
- works under close supervision
- works in an environment that varies from assembly-line preparation to assembling individual orders; often done under crowded conditions

TOPIC: Handling Chemical Cleaning Agents

PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners, and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispenser as required before using. S points dispenser toward object.

S determines use of displayed items.

S explains that, if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiator

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

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TOPIC: Working with Long-Handled Equipment (cont.) PRODUCE PREPARER

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Consideration: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment which can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) thoroughly sweep it.

TOPIC: Sweeping and Mopping Floors and Walks

PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S divides room into four squares with chalk lines.

S uses hair broom to sweep a chalked area with pushing strokes of two or three feet, taking care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, off floor.

S dips mop into cleaning solution, wrings it out and mops in 4-6 arcs, pressing down on dirty spots.

S mops chalked area from windows or farthest point toward door.

S steps backward as he mops, to avoid walking on cleaned area.

S uses a narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Sharp Tools and Implements

PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Washing Fruits and Vegetables and Removing Leaves from Vegetables

PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays and names various common fruits and vegetables, such as carrots, chicory, escarole, lettuce (Iceberg and Boston), peaches, potatoes and tomatoes. S, pointing out the difference between leafy and nonleafy vegetables, sorts them into the groups.

S carefully brushes the nonleafy vegetables, such as potatoes and carrots, with vegetable brush under running water, removes all traces of dirt, rinses them thoroughly. S cleans tomatoes and fruits in cold water, but does not brush them, removing all particles of dirt and spray.

S removes spoiled, rotten and outside leaves from leafy vegetables with vegetable knife. S cuts ends off escarole, chicory, Boston and Iceberg lettuce.

S soaks leafy vegetables for 15 to 30 minutes in a large sink filled with cold water.

S washes greens by swishing them in the clean, cold water. S lifts greens from water. S cleans sink and again fills it with clean, cold water to rinse vegetables. S examines vegetables and washes them a third time if necessary. S drains them thoroughly and puts them in storage area.

Safety Consideration: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate leafy and nonleafy vegetables, (2) wash and brush an assortment of common fruits and nonleafy vegetables, and (3) rinse greens after outside leaves have been removed. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Coring Fruits and Vegetables and Pitting Fruits

PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S properly cores head of lettuce using following method: S removes outside leaves, places head of lettuce upside down on cutting board. With small vegetable knife, S cuts around core. S removes core and places it in garbage pail. Putting lettuce aside, S takes cabbage, coring carefully to avoid cutting himself because of hardness of cabbage.

S cores fruits such as apples and pears.

S places fruit on cutting board, removes fruit core by inserting coring tool and twisting it in fruit. S places core in garbage pail, fruit in clean receptacle.

S cuts fruits such as melons into quarters, thirds or halves. S scrapes seeds and membranes from fruit with a spoon and places them in garbage pail.

S uses same method to clean cantaloupes and other melons.

Safety Considerations: Handle knives and coring tools carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) core fruits and vegetables, (2) remove outside leaves when appropriate, and (3) remove pits and membranes from assorted fruits. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Peeling Fruits and Vegetables PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S peels potato, holding peeler in one hand, potato in the other. S places peelings directly into garbage can or on top of table.

S explains that certain cut vegetables and fruits will discolor unless placed into a bowl of cold water or covered by a damp cloth.

S places peeled potato in bowl of cold water to prevent discoloration.

S peels an apple and an eggplant, using same technique as above, taking care to avoid cutting himself with peeler. S immerses sliced fruits and vegetables into cold water. S cleans up as he goes along: work area will be clean at the end of the session.

S demonstrates familiarity with use of paring knife by removing "eyes" of potato, taking care not to cut his fingers or puncture his skin.

Safety Considerations: Keep fingers away from cutting edge of peeler
Always cut in direction away from body

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to peel fruits and vegetables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Slicing and Dicing Fruits and Vegetables PRODUCE PREPARER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using a French knife, demonstrates method of dicing, i.e., leaving knife tip on cutting board while using an up-and-down motion on handle. S takes care to avoid cutting himself with knife.

S slices, then dices, various fruits and vegetables, such as celery, carrots, potatoes, tomatoes, apples, peaches and strawberries.

S washes and stores cutting board and knife at end of session.

Safety Consideration: Pay attention while dicing/slicing food on the cutting board

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) slice and (2) dice an assortment of fruits and vegetables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.) PRODUCE PREPARER

- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION

SALAD MAKER

A Salad Maker

- performs the following major tasks:

  peels and chops eggs

  peels fruits and vegetables

  slices and dices fruits and vegetables

  uses hand- and mechanically-operated slicing machines

  makes toast

  makes sandwich salads

- is required to have fine motor dexterity
- is required to be clean personally and wear a uniform while working
- works usually alongside other workers
- works under close supervision
- works in an environment that varies from a large commercial kitchen to limited space behind the counter

TOPIC: Working with Sharp Tools and Implements SALAD MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Peeling, Dicing and Chopping Eggs

SALAD MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S takes hard-boiled eggs and rolls them on table, using enough hand pressure to crack egg shells.

S places eggs under cold running water more easily to remove shells and any small particles. S places peeled eggs in a clean container.

S, using a cutting board and knife, dices eggs by cutting them into small 1/4 in. cubes.

S demonstrates how to chop eggs in a stainless steel bowl with a plastic knife.

S places eggs into a clean container and proceeds to clean work area.

Safety Consideration: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) peel, (2) dice, and (3) chop eggs. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Peeling Fruits and Vegetables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S peels potato, holding peeler in one hand, potato in the other. S places peelings directly into garbage can or on top of table.

S explains that certain cut vegetables and fruits will discolor unless placed into a bowl of cold water or covered by a damp cloth.

TOPIC: Peeling Fruits and Vegetables (cont.) SALAD MAKER

S places peeled potato in bowl of cold water to prevent discoloration.

S peels an apple and an eggplant, using same technique as above, taking care to avoid cutting himself with peeler. S immerses sliced fruits and vegetables into cold water. S cleans up as he goes along: work area will be clean at the end of the session.

S demonstrates familiarity with use of paring knife by removing "eyes" of potato, taking care not to cut his fingers or puncture his skin.

Safety Considerations: Keep fingers away from cutting edge of peeler
Always cut in direction away from body

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to peel fruits and vegetables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working with Hand-Operated and Electrically Operated Slicing Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places food to be sliced on carriage of hand-operated slicing machine; sets cut dial for appropriate thickness and turns blade.

S carefully slices various meats and cheeses.

S cleans machine when finished.

TOPIC: Working with Hand-Operated and Electrically Operated Slicing Machines (cont.)

Safety Considerations: Keep fingers away from blade and other sharp edges
Use safety guard on carriage

S demonstrates use of dial to vary thickness of food cut on electrically operated slicing machine.

S turns machine on and observes all safety rules while slicing meat or cheese.

S slices items to various thicknesses and adheres to all safety rules.

S cleans machine.

Safety Considerations: Keep fingers away from blade and other sharp edges
Turn off electric slicer and remove plug before cleaning

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) use a hand-operated and (2) an electrically operated slicing machine for slicing a variety of meats and cheeses to specified thicknesses. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Slicing and Dicing Fruits and Vegetables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using a French knife, demonstrates method of dicing, i.e., leaving knife tip on cutting board while using an up-and-down motion on handle. S takes care to avoid cutting himself with knife.

TOPIC: Slicing and Dicing Fruits and Vegetables (cont.) SALAD MAKER

S slices, then dices, various fruits and vegetables, such as celery, carrots, potatoes, tomatoes, apples, peaches and strawberries.

S washes and stores cutting board and knife at end of session.

Safety Consideration: Pay attention while dicing/slicing food on the cutting board

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) slice and (2) dice an assortment of fruits and vegetables. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Making Toast

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places bread in slots of multi-slice toaster, lowers bread and sets darkness control. S does not change darkness control arbitrarily.

When bread pops up, S places slices on a plate and butters them.

Safety Considerations: Remove toaster plug from wall outlet when trouble starts
Do not use knife or similar implement to extract bread from toaster slit
Do not use damp towel to wipe toaster

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to prepare toast, using a multi-slice toaster. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Making Sandwich Salads SALAD MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S makes various salads such as tuna, egg, ham, shrimp, chicken.

S dices or chops ingredients about 1/8 in. thick. S dices cleaned celery same size or smaller than basic foods.

S combines two parts food with one part celery by volume. S mixes sufficient amount of mayonnaise into salad. S adds seasoning.

S stores salad in a clean container and refrigerates.

Safety Consideration: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to make salads for sandwiches by (1) dicing or chopping a salad base such as tuna, egg, ham, shrimp, or chicken; (2) cleaning and dicing celery; (3) combining one part of celery with two parts of base by volume; and (4) adding a sufficient amount of mayonnaise so that salad mix will hold together. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.) SALAD MAKER

- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION SANDWICH MAKER

A Sandwich Maker

- performs the following major tasks:

  washes and removes leaves from vegetables

  assembles and weighs sandwich ingredients

  makes toast

  assembles sandwiches

  packages and labels sandwiches

  box wraps and labels sandwiches

  apportions foods for heating

  works on food assembly lines

- is required to be clean personally and wear a uniform while working
- works usually alongside and in coordination with other workers
- works under close supervision
- works in an environment which varies from an assembly line to individual work

TOPIC: Working with Sharp Tools and Implements SANDWICH MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp, generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it, let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Washing Fruits and Vegetables and Removing Leaves from Vegetables SANDWICH MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays and names various common fruits and vegetables, such as carrots, chicory, escarole, lettuce (Iceberg and Boston), peaches, potatoes and tomatoes. S, pointing out the difference between leafy and nonleafy vegetables, sorts them into two groups.

S carefully brushes nonleafy vegetables, such as potatoes and carrots, with vegetable brush under running water, removes all traces of dirt, rinses them thoroughly. S cleans tomatoes and fruits in cold water, but does not brush them, removing all particles of dirt and spray.

S removes spoiled, rotten and outside leaves from leafy vegetables with vegetable knife. S cuts ends off escarole, chicory, Boston and Iceberg lettuce.

S soaks leafy vegetables for 15 to 30 minutes in a large sink filled with cold water.

S washes greens by swishing them in the clean, cold water. S lifts greens from water, not allowing water to drain through greens. S cleans sink and again fills it with clean, cold water to rinse vegetables. S examines vegetables and washes them a third time if necessary. S drains them thoroughly and puts them in storage area.

Safety Considerations: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate leafy and nonleafy vegetables, (2) wash and brush an assortment of common fruits and nonleafy vegetables, and (3) rinse greens after outside leaves have been removed. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Preparing and Apportioning Sandwich Ingredients SANDWICH MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles basic sandwich ingredients, such as bread, spreads, lettuce and fillings. S places all ingredients within reach, each in its separate container. S uses sandwich spreaders or scoops for different spreads and fillings.

S places a piece of waxed paper on scale, taking care to move the scale setting to zero before weighing the portions. S keeps area clean and neat throughout the preparation process.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) prepare the working area, and (2) measure out sandwich ingredients: slices of bread, spreads, lettuce and fillings. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Apportioning Food for Heating

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various scoops, ladles and a portion scale used for apportioning food for heating.

S apportions food to predetermined measures, using appropriate scoops and ladles, and places food in proper receptacles.

S apportions sliced items to specified weights with a portion scale and places them in a clean appropriate pan.

TOPIC: Apportioning Food for Heating (cont.) SANDWICH MAKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to apportion foods for heating. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Making Toast

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places bread in slots of multi-slice toaster, lowers bread and sets darkness control. S does not change darkness control arbitrarily.

When bread pops up, S places slices on a plate and butters them.

Safety Considerations: Remove toaster plug from wall outlet when trouble starts
Do not use knife or similar implement to extract bread from toaster slit
Do not use damp towel to wipe toaster

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to prepare toast, using a multi-slice toaster. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Assembling Sandwiches SANDWICH MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places 6 slices of bread in a row and butters each with a prescribed spread, such as mayonnaise.

S neatly places portions of sliced meat on three slices of bread and folds meat if necessary to fit the bread.

S covers the meat on each sandwich with a single, previously prepared leaf of lettuce, and places remaining three slices of bread squarely on top.

S cuts each sandwich in half, in the prescribed direction, with a sandwich knife.

Safety Consideration: Handle sharp knives carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to assemble sandwiches. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Packaging, Labeling and Box-Wrapping Sandwiches

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places sandwich in a plastic bag. Sandwich lies flat, looks appetizing and cut edges face or are displayed. S seals or folds bag and attaches a label conspicuously so that it will show when sandwich is displayed.

S neatly arranges sandwiches in typical box for sandwich storage, taking care to avoid squashing or damaging sandwiches in any way.

S packs identical sandwiches such as egg salad sandwiches together in a box.

TOPIC: Packaging, Labeling and Box-Wrapping Sandwiches (cont.) SANDWICH MAKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap sandwiches in plastic bags, (2) seal and fold bags, (3) provide bags with labels, and (4) box-wrap them according to type. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S observes assembly-line work and each individual's responsibility to complete his unit of work while on a field trip.

Ss subsequently discuss the following topics in class:

- responsibility to complete a task
- responsibility to others to whom completed work is passed
- development of mature working habits
- conversation – is it necessary; if so, how much of it is?

Ss, in classroom lab, participate in activities requiring multiple operations, each S completes a unit and passes it to the next S.

S concentrates when working on his particular unit. Ss cooperate to complete a job.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone on a specific task and (2) complete assigned task while working on an assembly line with other workers. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas SANDWICH MAKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas (cont.) SANDWICH MAKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Sandwich Packager and Boxer

- performs the following major tasks:

  packages and labels sandwiches

  box wraps and labels sandwiches

- is required to be clean personally and wear a uniform while working
- works usually alongside and in coordination with other workers
- works under close supervision
- works in an environment that varies from an assembly line to the individual work station; refrigerator work would be involved

TOPIC: Packaging, Labeling and Box-Wrapping Sandwiches SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places sandwich in a plastic bag: sandwich lies flat, looks appetizing, and cut edges face or are displayed. S seals or folds bag and attaches a label conspicuously so that it will show when sandwich is displayed.

S neatly arranges sandwiches in typical box for sandwich storage, taking care to avoid squashing or damaging sandwiches in any way.

S packs identical sandwiches such as egg salad sandwiches together in a box.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap sandwiches in plastic bags, (2) seal and fold bags, (3) provide bags with labels, and (4) box-wrap them according to type. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat

- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb. +) by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending the back, positioning hands correctly; using stomach muscles, hips and thighs.

TOPIC: Identifying and Lifting Heavy Objects (cont.) SANDWICH PACKAGER AND BOXER

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor, to bench, to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion

- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down an grade of two-inch maximum elevation per foot. Ss assist each other as needed.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles, and doors have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart, if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

TOPIC: Loading and Unloading Trucks (cont.) SANDWICH PACKAGER AND BOXER

S loads truck efficiently by placing large, heavy items on the bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.

JOB DESCRIPTION TABLE-SETTING HELPER

A Table-Setting Helper

- performs the following major tasks:

  sets tables

  refills table dispensers

  draws necessary material from stock

- works alone while customers sit at tables nearby
- is required to be clean personally and wear a uniform while working
- works under constant supervision and public observation
- works in an environment that varies from cramped and noisy to spacious and quiet

TOPIC: Setting Tables

TABLE-SETTING HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets table, properly arranging each place setting.

S puts placemat on table, as well as one napkin, knife, tea- and soup spoons, two forks, one glass, cup and saucer, sugar holder, salt and pepper set, ashtray per place setting.

S sets table holding silverware by handle and glass by base. S also places a clean ashtray and filled salt, pepper, sugar containers on table.

Restaurants may differ in their table setting methods, but once S is familiar with one method, he can quickly acquire others.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to set a table. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Refilling Table and Counter Dispensers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S refills table and counter dispensers neatly and promptly.

S removes caps from empty, clean, dry salt and pepper dispensers. S keeps caps separated from each other. S refills salt and pepper containers with the aid of a small funnel. S replaces proper caps on shakers, wipes excess material off containers and puts them in correct place, being careful to leave entire area clean.

S fills sugar dispensers as above, and fills sugar holders with packets of sugar.

S unscrews caps of clean, empty, dry catsup and mustard dispensers. S keeps them separated from each other. S refills an equal number of dispensers with the aid of a suitable funnel. S replaces proper caps on dispensers, wipes excess material off dispensers and puts them in correct place, being careful to leave entire area clean.

S fills washed and sanitized cream pitcher from a bottle, a paraffin container, or a metal storage can, carefully avoiding spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able neatly and completely (1) to refill table and counter dispensers with salt, pepper, mustard, catsup, or sugar, and (2) to wash and sanitize cream pitchers before refilling them. This objective will be met if S performs satisfactorily the above activities within a period predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Food Service Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Hairnet
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in food service areas.

Note: T will periodically evaluate whether S continues to manifest this behavior.